

Carrollton-Farmers Branch Independent School District

Field Middle School

2025-2026 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Guiding Objectives	15
Guiding Objective 1: Optimize Engaging and Diverse Learning	15
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	22
Guiding Objective 3: Optimize Community Engagement	23
Guiding Objective 4: Optimize Social and Emotional Health of all students	25
Guiding Objective 5: Optimize All Available Resources	27
State Compensatory	30
Budget for Field Middle School	30
Title I	31
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	31
1.1: Description of CNA Process	31
1.2: Location for Evidence of Multiple Meetings Held	31
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	31
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	31
2.2: Stakeholders 1114(b)(2)	31
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	31
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	31
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	31
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	32
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	32
Title I Personnel	33
Campus Funding Summary	34
Policies, Procedures, and Requirements	35

Comprehensive Needs Assessment

Revised/Approved: July 18, 2025

Demographics

Demographics Summary

Vivian Field Middle School serves grades 6-8 and is a Title I campus located in Farmers Branch, TX. Vivian Field Middle School is the largest CFBISD school located in the City of Farmers Branch and has 5 feeder elementary schools. The attendance zone for Field is right next to Dallas ISD and includes areas next to Addison, TX. The campus serves families that are mostly located within just a couple of miles of the school. Around 90% of students live within 2 miles of the campus and two buses are provided for transportation for approximately 85 students. Additionally, Field has Special Education programs including In-Class Support, Learning Lab, Co-Teach, Fundamentals, Positive Attitude for Success, and Functional and Supported Learning Classroom. As of Spring 2025, the total student enrollment is 865, with student demographics being 83.3% Hispanic, 7% white, 5.7% African American, 2.5% Asian, 1.2% two or more races, and 0.2% American Indian - Alaskan Native.

The mobility rate for Vivian Field in 2023-24 was 14%, which is less than the district (18.6%) and the state (16.1%). The attendance rate for 2023-2024 at Field was 93.1%, compared to a district rate of 92.8% and a state rate of 93.3%.

As of Spring 2025, 79.2% are considered economically disadvantaged which is significantly higher than the district, 65.9%, and the state, 62.3%. Other areas where Field has populations higher than the district and state include the Emergent Bilingual population at 54.8% and Special Education at 20.5%.

The demographics of Field's staff do not exactly match the demographics of the students they serve. 57.1% of the staff is white, 28% of the staff is Hispanic, 10.8% of the staff is African American, 2.7% of the staff is Asian, and 1.4% of the staff is two or more races. Additionally, the gender of staff is not aligned at all with the students we serve with 72.4% of the staff being female and 27.6% being male. 27.8% of the staff have a master's degree and the majority of experience of staff fall within the 1-5 years of experience with 40%.

Demographics Strengths

Vivian Field Middle School has many strengths with regard to demographics. These strengths include:

1. Our families trust our school and teachers with their child's education. They are supportive and responsive when called upon.
2. Mobility rate of 14% lower than the district average by almost 5%.
2. The attendance rate is slightly higher than the state and district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilingual students enrolled in ESL and/or core content classes without additional linguistic support are not demonstrating growth on TELPAS.

Root Cause: Lack of robust curriculum and knowledge and understanding of emergent bilingual students' needs by teachers .

Problem Statement 2: The students served through Gifted and Talented does not match the school demographics and is the lowest percentage of classification at the middle school level.

Root Cause: A lack of differentiation amongst general education, honors and advanced learner curriculum.

Student Learning

Student Learning Summary

Student learning was assessed through STAAR data taken in May of 2025. The campus improvement committee met to analyze student academic achievement through data in addition to STAAR, such as MAP, interim assessments, and district common formative assessments. The CIC also reviewed student differences in student populations such as demographics, special education, emerging bilingual students, at-risk, and gifted and talented. The summary below will summarize achievement for all students in math and reading for all grades, as well as for social studies and science for 8th grade.

Subject	2024 STAAR				2025 STAAR					Difference in STAAR YOY (M - Minus, P - Plus)			
	Rank 1-6	Approaches (%)	Meets (%)	Master (%)	Rank 1-6	Positive/Negative	Approaches (%)	Meets (%)	Master (%)	Approaches (%)	Meets (%)	Master (%)	SUM
6th Grade ELAR	3	75	50	19	3	0	75	55	25	0	5	6	P11
7th Grade ELAR	4	70	39	16	2	2	75	44	20	5	5	4	P14
8th Grade ELAR	4	77	47	21	3	1	78	54	23	1	7	2	P10
6th Grade Math	3	71	29	5	2	1	75	29	10	4	0	5	P9
7th Grade Math	3	40	11	0	1	2	59	29	1	19	18	1	P38
8th Grade Math	2	82	59	23	3	-1	80	53	20	-2	-6	-3	M11
Algebra	5	100	92	55	1	4	100	92	66	0	0	11	P11
8th Grade SS	5	47	24	11	4	1	49	24	9	2	0	-2	0
8th Grade Science	4	62	34	8	2	2	76	37	9	14	3	1	P18
										P43	P32	P25	P100

The CIC noted that in every reporting category showed growth from 2024, with the exception of 8th grade math and 8th grade Social Studies "Masters" showed growth. With the exception of 8th grade math and social studies, there were double-digit gains across 7 of 9 STAAR assessments, providing for a total increase of 100 percentage points. The CIC pointed out that there was a significant growth (i.e., ≥5%) in 7th grade reading "Approaches," 6th grade reading "Masters," and 6th-8th grade reading "Meets." In math, there was significant growth in 6th-7th grade "Approaches," 7th math "Meets," and 6th grade "Masters." Eight grade science also established an impressive growth of 14% at the "Approaches" level.

The committee notes that significant losses (i.e., $\geq 5\%$) in the 8th grade "Meets" category and negligible losses of 2-3% in 8th grade math.

Student Learning Strengths

Vivian Field Middle School has a group of teachers that really care about their students and have embraced making changes over the last year for high expectations for instructional practices that include, lesson planning, data meetings, and observation and feedback cycles. The campus is proud of many different student achievement strengths that include:

- Growth in 23 of 27 reporting categories from May 2024 to May 2025 on STAAR.
- 7% growth in 8th-grade reading for Meets from May 2024 to May 2025 on STAAR.
- 19% growth in 7th grade math for Approaches from May 2024 to May 2025 on STAAR.
- 18% growth in 7th grade math for Meets from May 2024 to May 2025 on STAAR.
- 11% growth in Algebra for Approaches from May 2024 to May 2025 on STAAR.
- 14% growth in 8th grade science for Approaches from May 2024 to May 2025 STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade students lost ground across all reporting categories for 2025 STAAR.

Root Cause: A lack of robust training of new teachers to ensure an understanding of tier instruction and the PLC process.

Problem Statement 2 (Prioritized): 8th grade students have shown negligible improvement in social studies at a 49% passing rate on 2025 STAAR.

Root Cause: A lack of understanding of the district social studies curriculum.

School Processes & Programs

School Processes & Programs Summary

Instructional

In 2019-2020 Vivian Field began a journey of implementing the work of Texas Instructional Leadership (TIL). This work is broken down into three main areas: Data-Driven, Observation and Feedback, and rigorous Tier 1 lesson planning. TIL also supports teachers with plans to support students in Tier 2 and 3 with small groups and re-teaches. TIL is the number one focus for the staff at Vivian Field. Teachers at Field recognize that TIL is the right work for kids, but also will report that the work is time-consuming and hard.

During the 2020-2021 school year, Vivian Field Middle School dealt with COVID-19. In this school year, approximately 60% of students did not attend school in person, and teachers were charged with teaching both students at home and at school, at the same time. Instructional best practices and TIL were extremely challenging for the staff. Students did not receive top-notch Tier 1 instruction consistently, nor did any Tier 2 and 3 supports take place with fidelity.

From August 2021-May 2023, Vivian Field built back the momentum and professional growth through TIL. This included weekly professional learning for core departments in rigorous instructional practices, data meetings, and weekly student work analysis. The entire campus participated in monthly professional learning with a focus on the best management strategies for the campus and individual classrooms. The CIC reflected on these practices and noted the following:

- Core PLC teams planned daily
- Each core teacher had three to six observation and feedback cycles
- For every single interim assessment or district common formative assessment, a data meeting was conducted
- All core teachers tracked individual student data connected to essential standards
- Each core team identified essential standards before the school year to plan backward
- Each core team tracked team data and set goals based on MAP, interims, DCFAs, and checkpoints
- Each core team planned a Living the Lesson Cycle for every single day of the school year
- By Spring each core team was conducting bi-weekly student work analysis meetings

Beginning in August 2023, movement away from these practices and the TIL model began to take place.

With a change in leadership beginning in December of 2024, several significant changes were implemented immediately. Among them:

- The use of the Safety Net Acceleration Protocol (SNAP), with an emphasis of tracking student achievement data at the skill level
- Implementation of the RtI process, which entailed supplemental small group instruction for students identified as Tier 3
- Training on the effective use the Professional Learning Community (PLC); with an emphasis on a deep understanding of 4 PLC questions
- Requiring mandatory tutoring and Extended School Day
- Implementation of a new discipline protocol with clear delineation of rewards and consequences for student behavior

School Processes & Programs Strengths

Vivian Field CIC identified the following strengths with regard to school processes:

- Core PLC teams planned daily
- Each core teacher had three to six observation and feedback cycles
- For every single interim assessment or district common formative assessment, a data meeting was conducted

- All core teachers tracked individual student data connected to essential standards
- Each core team identified essential standards before the school year to plan backward
- Each core team tracked team data and set goals based on MAP, interims, DCFAs, and checkpoints
- By Spring each core team was conducting bi-weekly student work analysis meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers feel that there is a lack of understanding of the cyclical PLC process

Root Cause: A lack of consistent robust training on the relationship of the 4 PLC questions and its impact on student learning

Problem Statement 2: Only 60% of students identified for targeted after-school tutorials attended.

Root Cause: Students' stamina and motivation to attend after school was low and staff did a poor job of parent communication and in-class reminders.

Problem Statement 3 (Prioritized): Special Education students are scoring lower than the school in math and reading.

Root Cause: More ownership with regard to the interventions SpEd students need, is not being done with fidelity, which connects to proper implementation of the IEP and tier 2 and tier 3 supports. The master schedule is not allowing the proper in-class support and many of the staff is not well trained on how to properly implement Co-teach and inclusion methods.

Perceptions

Perceptions Summary

One of the core beliefs at Vivian Field Middle School is that our students can and will meet the expectations that are set for them and that these expectations should be rigorous. The Field staff defines rigor as having a complete understanding of what it will take for our students to master standards, how to properly assess our students for mastery of those standards, and putting in scaffolding to support their growth toward mastery. Our staff also knows this means mastery for ALL students in each subject and grade level. We know that if implement this idea with fidelity we will ensure one year's worth of growth for ALL students, thus reaching our campus goals of being rated an "A" campus. Our campus motto is "Focus on what you have complete control over... ATTITUDE and EFFORT." This goes for all stakeholders at Field. With the right attitude and effort, we can achieve anything we want for our students. Our culture is defined by a "Fearless Family." This means we are in this work together and care about one another like a family. We will also be risk-takers that aren't afraid to adapt, learn, and continue to grow to support our campus goals. We do this by saying we "Row The Boat." We all "row" in the same direction, with the same focus and work ethic. It doesn't mean it will be easy or that there won't be challenges, but as long as we all keep "rowing" and never give up, special things can happen for the students at Vivian Field.

We believe in restorative practices at Vivian Field. We believe that middle school students, and really any child, should learn and grow from their choices. We celebrate our students through Viking Vouchers for making good choices, good grades, student of the nine weeks, and Oar awards. When students make poor choices we reflect on those choices and lead students through a learning process to make the choices right, and express how they will change moving forward. In many of these cases, we involve the parent in this restorative process and always the teacher or staff member. We value and make student social and emotional learning a priority. We have weekly SEL lessons and regularly conduct SEL circles and grade-level checks assessing the campus for SEL needs.

Perceptions Strengths

Our school has made significant strides in improving academic achievement, which is a testament to the dedication and hard work of both our students and educators. By implementing targeted instructional strategies and providing additional resources, we have been able to enhance the learning experience and ensure that our students are meeting and exceeding academic standards. This progress is reflected in our students' performance, which continues to show positive trends in assessments and overall academic success.

In addition to academic improvements, we have also strengthened staff and student accountability. By fostering a culture of responsibility and ownership, we have encouraged both our educators and students to take an active role in their educational journey. This has been achieved through clear expectations, regular feedback, and a supportive environment that promotes personal and professional growth. As a result, our school community is more engaged and committed to achieving our shared goals.

Furthermore, we have made notable advancements in improving discipline within our school. By implementing consistent and fair disciplinary policies, we have created a safe and respectful learning environment for all. Our focus on positive behavior interventions and supports has helped reduce incidents of misconduct and has encouraged students to make better choices. This improvement in discipline has contributed to a more harmonious school atmosphere, where students can focus on their studies and personal development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers feel that there is a lack of work-life balance with all the changes implemented mid-year.

Root Cause: Significant and necessary changes were implemented mid-year.

Problem Statement 2: Teachers at Field feel a lack of partnership with parents when supporting their students.

Root Cause: There is a language barrier between staff and families. The families at Field are very hard working and work multiple jobs and at various hours.

Problem Statement 3: While Vivian Field has seen a decrease in discipline referrals and use of OSS over the last three years, there are still discipline incidents occurring that are resulting in student removals from the instructional setting.

Root Cause: Student vaping, mutual combat, assault, skipping class, tardy's, and aggressive behaviors.

Priority Problem Statements

Problem Statement 1: 8th grade students lost ground across all reporting categories for 2025 STAAR.

Root Cause 1: A lack of robust training of new teachers to ensure an understanding of tier instruction and the PLC process.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 8th grade students have shown negligible improvement in social studies at a 49% passing rate on 2025 STAAR.

Root Cause 2: A lack of understanding of the district social studies curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students are scoring lower than the school in math and reading.

Root Cause 3: More ownership with regard to the interventions SpEd students need, is not being done with fidelity, which connects to proper implementation of the IEP and tier 2 and tier 3 supports. The master schedule is not allowing the proper in-class support and many of the staff is not well trained on how to properly implement Co-teach and inclusion methods.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Guiding Objectives

Revised/Approved: July 18, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2026, ALL students at Vivian Field will show a years worth of growth in math, reading, science, and social studies. Meaning ALL students will score at least the same or have a better percentage score compared to the May 2025.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus the PLC cycle and Professional Development on Tier 1 Instruction - being data-driven by evaluating macro level assessments, planning reteaches (2 week window), planning small groups for tier 2 and tier 3 students, and progress monitoring through the SNAP sheet. This includes the use of interventionists for small group instruction. The purchase of Classkick and Maneuvering the Middle for the entire campus. Shifting math instruction to Thinking, Building Classrooms. These platforms will give real-time feedback to students, help support teachers with groupings for small group tier 2/3 instruction, give positive reinforcement, and meet students where they are. The purchase of STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education. Provide extra-duty pay to teachers for targeted Extended School STAAR tutorials and purchase materials for these tutorials as well as smart snacks for the students attending. The purchase of sticky-note easel pads/flip chart paper for the creation and use of anchor charts in core classes.</p> <p>Strategy's Expected Result/Impact: A years worth of growth for ALL students on STAAR in math, reading, and social studies.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionists for Small Group Instruction in STAAR tested areas. - 211 Title I - 211-11-6117-00-041-30-000 - \$2,500, Classkick - 211 Title I - 211-11-6399-00-041-30-000 - \$3,199, Instructional Materials for Targeted STAAR Tutorials After School - 211 Title I - 211-11-6399-00-041-30-000 - \$796.01, Smart Snacks for Students Attending Targeted STAAR Tutorials After School - 211 Title I - 211-11-6498-00-041-30-000 - \$1,500, STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education - 211 Title I - 211-11-6399-00-041-30-000 - \$6,500, Extra-Duty Pay for Teachers Providing Targeted STAAR Tutorials After School - 211 Title I - 211-11-6117-00-041-30-000 - \$7,473, Flip Chart / Easel Pads tor Creation and Use of Anchor Charts - 211 Title I - 211-11-6399-00-041-30-000 - \$2,039.85, Supplemental Services and Resources for At-Risk Students - 199-SCE State Comp Ed (SCE) - \$696,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2026, the percentage of Emergent Bilingual students for math and reading at the approaches grade level will increase by 10%, for meets grade level increase by 10%, and masters grade level increase by 10%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct small group instruction to support tier 2 and tier 3 students during advisory periods, ESL professional development for general education teachers that support EB students, PLC collaboration time for ESL/general education teachers.</p> <p>Strategy's Expected Result/Impact: A minimum of a year's worth of growth on the MAP, STAAR</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 15%.

High Priority

Evaluation Data Sources: 2025 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct small group instruction to support tier 2 and tier 3 students during advisory periods, ESL professional development for general education teachers that support EB students, PLC collaboration time for ESL/general education teachers.</p> <p>Strategy's Expected Result/Impact: An increase (movement) in English proficiency levels for EB students</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2026, the percentage of Special Education students for math and reading at the approaches grade level will increase by 10%, for meets grade level increase by 10%, and masters grade level increase by 5%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct small group instruction to support tier 2 and tier 3 students during advisory periods, co-teach/inclusion professional development for general education teachers that support SPED students in inclusion and/or co-teach model, PLC collaboration time for SPED/general education teachers.</p> <p>Strategy's Expected Result/Impact: An increase in STAAR scores across performance indicators</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2026, the percentage of ALL student subgroups meeting math growth measures from beginning-of-year (BOY) to end-of-year (EOY) MAP will increase from 55% to 75%

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus the PLC cycle and Professional Development on Tier 1 Instruction - being data-driven by evaluating macro level assessments, planning reteaches (2 week window), planning small groups for tier 2 and tier 3 students, and progress monitoring through the SNAP sheet. This includes the use of interventionists for small group instruction. The purchase of Classkick and Maneuvering the Middle for the entire campus. Shifting math instruction to Thinking, Building Classrooms. These platforms will give real-time feedback to students, help support teachers with groupings for small group tier 2/3 instruction, give positive reinforcement, and meet students where they are. The purchase of STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education. Provide extra-duty pay to teachers for targeted Extended School STAAR tutorials and purchase materials for these tutorials as well as smart snacks for the students attending. The purchase of sticky-note easel pads/flip chart paper for the creation and use of anchor charts in core classes.</p> <p>Strategy's Expected Result/Impact: Increase achievement in math MAP</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May 2026, the percentage of ALL student subgroups meeting reading growth measures from beginning-of-year (BOY) to end-of-year (EOY) MAP will increase from 58% to 78%

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus the PLC cycle and Professional Development on Tier 1 Instruction - being data-driven by evaluating macro level assessments, planning reteaches (2 week window), planning small groups for tier 2 and tier 3 students, and progress monitoring through the SNAP sheet. This includes the use of interventionists for small group instruction. The purchase of Classkick and Maneuvering the Middle for the entire campus. Shifting math instruction to Thinking, Building Classrooms. These platforms will give real-time feedback to students, help support teachers with groupings for small group tier 2/3 instruction, give positive reinforcement, and meet students where they are. The purchase of STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education. Provide extra-duty pay to teachers for targeted Extended School STAAR tutorials and purchase materials for these tutorials as well as smart snacks for the students attending. The purchase of sticky-note easel pads/flip chart paper for the creation and use of anchor charts in core classes.</p> <p>Strategy's Expected Result/Impact: Increase achievement in reading MAP</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans, Instructional Specialists, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May of 2026, Vivian Field will have conducted all safety and security drills as required by the state and district. Vivian Field will be a safe, secure, and orderly building where students are accounted for throughout the school day.

Evaluation Data Sources: Tracking System/Smart Pass Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete an after action review for each safety and security drill.</p> <p>Strategy's Expected Result/Impact: Identify areas of strength and areas of opportunity for improvement after each drill or real incident.</p> <p>Staff Responsible for Monitoring: Administration, Security Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Smart Pass technology application to track students' location in the building when they have requested to leave the classroom during instructional time.</p> <p>Strategy's Expected Result/Impact: Immediately identify the whereabouts of students when they have requested to leave the classroom for restroom, office, library, clinic, etc.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Funding Sources: Smart Pass System - 211 Title I - 211-11-6399-00-041-30-000 - \$2,192.14</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026, Vivian Field will increase the number of volunteers and & community partnerships by 10%

Evaluation Data Sources: Tracking document of additional partnership for the school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote and recruit new volunteers and community partners. Strategy's Expected Result/Impact: Increase the number of volunteers and community partners. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2026, Vivian Field will increase parent participation in campus wide events, by 15%.

Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote reading among our students and their families by purchasing "My Books Summer" program from Scholastic, Literacy Night, STEAM Night</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in school and academic activities.</p> <p>Funding Sources: Scholastic - My BOOKS Summer - 211 Title I - 211-61-6329-00-041-30-000 - \$3,947</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2026, Vivian Field will decrease the number of out-of-school suspensions by 10%.

Evaluation Data Sources: Discipline Coding

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the use of restorative practices, adapt Camp Viking learning for students, and increase communication with parents through their involvement in restorative meetings.</p> <p>Strategy's Expected Result/Impact: A decrease in students coded as OSS</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May of 2025, Vivian Field will decrease the number of drug related incidents by 25%.

Evaluation Data Sources: Discipline Coding

Strategy 1 Details	Reviews			
Strategy 1: Deliver guidance lessons to students throughout the school year focused on drug prevention. Strategy's Expected Result/Impact: Decrease in the number of drug related incidents. Staff Responsible for Monitoring: Counselors and Assistant Principals.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase systematic monitoring of restrooms throughout the school day Strategy's Expected Result/Impact: Decrease in the number of drug related incidents Staff Responsible for Monitoring: All Staff	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2026, Vivian Field will retain 85% of staff.

Evaluation Data Sources: Hiring tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ Instructional Deans to build capacity in teachers through Professional Learning Communities and ongoing coaching and feedback cycles. Empower teachers to take on leadership and campus responsibilities through professional learning, committees, and student programs.</p> <p>Strategy's Expected Result/Impact: Teachers will feel empowered and invested and want to stay at Vivian Field.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Deans</p> <p>Funding Sources: Instructional Deans for math and reading to support teachers - 211 Title I - 211-13-6119-00-041-30-000 - \$180,553</p>	Formative			Summative
	Oct	Jan	Mar	June



Guiding Objective 5: Optimize All Available Resources

Goal 2: By October 2025, 90% of Vivian Field families will have completed the free and reduced lunch application.

Evaluation Data Sources: TEAMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate information to families about the free and reduced lunch application by including it as part of the registration process, educating all clerks on the importance and connection to campus funding, and including in regular communications to families.</p> <p>Strategy's Expected Result/Impact: Increase in the number of families that complete, thus an increase in the number of students that qualify for free and reduced lunch.</p> <p>Staff Responsible for Monitoring: Front Office, Student Services</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: Build and grow leadership capacity to positively impact student and staff outcomes - specifically related to equity and inclusion, school climate, engagement, classroom expectations, student and teacher relationships, pedagogical effectiveness, and partnerships with families.

Evaluation Data Sources: Staff Climate Surveys
 Panorama Survey
 Academic Outcomes for EB and Special Education Students

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff members opportunities to attend professional development opportunities such as conferences, workshops, and institutes.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skill of staff members in areas that will positively impact student outcomes.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Deans</p> <p>Funding Sources: Professional Development-Registration and Travel - 211 Title I - 211-13-6411-00-041-30-000 - \$3,000, Professional Development-Campus Administrator - 211 Title I - 211-23-6411-00-041-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

State Compensatory

Budget for Field Middle School

Total SCE Funds: \$696,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funding at Vivian Field Middle School reduces the disparity in performance on assessment instruments, such as MAP, STAAR, or locally developed assessments, and the disparity in the rates of educationally disadvantaged students, at-risk students, and all other students and increases academic achievement to reduce the dropout rate for these students. During the school day, reading, math, and at-risk classes and teachers funded through SCE, such as AVID, Math Connections, Reading intervention, and MTSS/RTI advisory periods support an increase in academic achievement and performance on assessments.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment is conducted annually using multiple data sources, including STAAR, MAP, TELPAS, student and staff surveys (Panorama, Upbeat), and subgroup performance analysis. Input is gathered from parents, administrators, teachers, and community members. The CNA was revised and approved on July 18, 2025, and includes focused problem statements on EB and SPED student performance, school processes, and perceptions.

1.2: Location for Evidence of Multiple Meetings Held

Meetings include Campus Improvement Committee (CIC), Leadership Team, PLCs, and SNAP intervention reviews. Documentation is supported through agenda references, formative/summative reviews, and quarterly CIC check-ins housed in the Title1Crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA was approved on July 18, 2025, with plan development and stakeholder input following. The CIP is monitored and revised quarterly with an annual evaluation in May.

2.2: Stakeholders 1114(b)(2)

Stakeholders involved include teachers, administrators, parents, and community partners. Stakeholder input was gathered via surveys, planning meetings, and CIC participation; housed in the Title1Crate.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the district and campus websites, which include translation features. Printed materials and digital notices are shared in both English and Spanish. Community meetings are hosted in multiple languages.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Plan components coordinate services under Title I, State Comp Ed, SPED, EB, and MTSS/RTI. The SNAP process guides decisions for academic interventions and scheduling support classes like AVID, ESL, and Math Connections.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Academic interventions for EB and SPED students
- Extended learning time: after-school tutorials, extended school day, advisory blocks for Tier 3 students
- Family engagement initiatives and Title I parent meetings
- Professional development: PLC Cycle, AVID, Seidlitz, SEL training
- College and career readiness supports through AVID and electives
- Coordination of resources aligned to student needs

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The plan is evaluated annually using STAAR, MAP, TELPAS, survey results, and discipline data. Quarterly reviews by the CIC ensure progress monitoring. Revisions are made as needed to meet student growth goals and address emerging challenges.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allysia Scheu	Instructional Dean	Instructional Leadership and Coaching	1.0
Lamia Wheatley	Instructional Dean	Instructional Leadership and Coaching	1.0

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Services and Resources for At-Risk Students		\$696,000.00
Sub-Total					\$696,000.00
Budgeted Fund Source Amount					\$696,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra-Duty Pay for Teachers Providing Targeted STAAR Tutorials After School	211-11-6117-00-041-30-000	\$7,473.00
1	1	1	Instructional Materials for Targeted STAAR Tutorials After School	211-11-6399-00-041-30-000	\$796.01
1	1	1	Flip Chart / Easel Pads tor Creation and Use of Anchor Charts	211-11-6399-00-041-30-000	\$2,039.85
1	1	1	Interventionists for Small Group Instruction in STAAR tested areas.	211-11-6117-00-041-30-000	\$2,500.00
1	1	1	Classkick	211-11-6399-00-041-30-000	\$3,199.00
1	1	1	Smart Snacks for Students Attending Targeted STAAR Tutorials After School	211-11-6498-00-041-30-000	\$1,500.00
1	1	1	STAAR BLITZ and Workbook for 8th Grade Social Studies from Lowman Education	211-11-6399-00-041-30-000	\$6,500.00
2	1	2	Smart Pass System	211-11-6399-00-041-30-000	\$2,192.14
3	2	1	Scholastic - My BOOKS Summer	211-61-6329-00-041-30-000	\$3,947.00
5	1	1	Instructional Deans for math and reading to support teachers	211-13-6119-00-041-30-000	\$180,553.00
5	3	1	Professional Development-Registration and Travel	211-13-6411-00-041-30-000	\$3,000.00
5	3	1	Professional Development-Campus Administrator	211-23-6411-00-041-30-000	\$2,000.00
Sub-Total					\$215,700.00
Budgeted Fund Source Amount					\$215,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$911,700.00
Grand Total Spent					\$911,700.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025